



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS/IS 87Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q087

PRINCIPAL: CARYN MICHAELI

EMAIL: CMICHAELI@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELINE CHAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Caryn Michaeli	*Principal or Designee	
Marie Elias	*UFT Chapter Leader or Designee	
Carlos Mercado	*PA/PTA President or Designated Co-President	
Bernadette Beninati	PA/PTA Co President	
Sophia Stewart	PA Vice President	
Colleen Zarinsky	Member/ UFT	
Edith Svezia	Member/ UFT	
Debra Campana	Member/ UFT	
Eileen McDonegh	Member/ PA	
Margaret Kane	Member/ PA	
	Member/	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- **By June 2013 all students will produce two literacy writing pieces resulting in a 60% increase in writing as measured by the Depth of Knowledge Rubric.**

Comprehensive needs assessment

- This goal was chosen to align with the new CLS mandates. Students need to be immersed in tasks that allow teachers to assess student work in order to design instruction.

Instructional strategies/activities

- Activity will include teachers meeting during common planning 2x/week for the 2012-2013 academic school year.
- Activity will include teachers meeting during extended day 1x/week to develop non-fiction tasks and rubrics the 2012-2013 academic school year.
- Strategies will include students engaging in the writer's process and activities will consist of small group instruction to produce end results.

Strategies to increase parental involvement

- Rubrics are sent home to facilitate learning and research
- Tasks are sent home to facilitate learning and research
- Texts and websites are sent home so parents can facilitate learning and research.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- The instructional strategy implemented to achieve this goal is embedding planning time into the teacher's programs.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- **By June 2013, all students will participate in producing mathematical arguments and/or mathematical models showing a 30% increase in mathematics as indicated by in house benchmarks.**

Comprehensive needs assessment

- This goal was chosen to align with the new CLS mandates. Students need to be immersed in tasks that allow teachers to assess student work in order to design instruction

Instructional strategies/activities

- Teachers will meet during common planning 2x/week for the 2012-2013 academic school year to create lessons.
- Teachers will meet during extended day 1x/week to develop math tasks and rubrics for the 2012-2013 academic school year.
- Students will engage in the mathematical arguments and small group instruction to produce end results.

Strategies to increase parental involvement

- Rubrics are sent home to facilitate learning and research
- Tasks are sent home to facilitate learning and research
- Texts and websites are sent home so parents can facilitate learning and research.
- Parent workshops on CLS and new state exams

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- The instructional strategy implemented to achieve this goal is embedding planning time into the teacher's programs.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- **By June 2013, all students and teachers will focus on questioning showing an increase in analytical skills as measured by in house rubric.**

Comprehensive needs assessment

- This goal was chosen to align with the new CLS mandates. Students need to be immersed in conversations that allow higher order thinking and analysis.

Instructional strategies/activities

- Strategies include teachers meeting during common planning 2x/week for the 2012-2013 academic school year.
- Strategies include teachers meeting during extended day 1x/week to develop math tasks and rubrics the 2012-2013 academic school year.
- Strategies will include students engaging in conversations and activities include small group instruction to produce end results.

Strategies to increase parental involvement

- Rubrics are sent home to facilitate learning and research
- Tasks are sent home to facilitate learning and research
- Texts and websites are sent home so parents can facilitate learning and research.
- Parent workshops

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- The instructional strategy implemented to achieve this goal is embedding planning time into the teacher's programs.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4 <ul style="list-style-type: none">•
Comprehensive needs assessment <ul style="list-style-type: none">•
Instructional strategies/activities
Strategies to increase parental involvement <ul style="list-style-type: none">•
Budget and resources alignment <ul style="list-style-type: none">• Indicate your school's Title I status: <input type="checkbox"/>School Wide Program (SWP) <input type="checkbox"/>Targeted Assistance Program(TAP) <input type="checkbox"/>Non-Title I• Select the fund source(s) that your school is using to support the instructional goal. _____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other If other is selected describe here:
Service and program coordination <ul style="list-style-type: none">•

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5 <ul style="list-style-type: none">•
Comprehensive needs assessment <ul style="list-style-type: none">•
Instructional strategies/activities a)
Strategies to increase parental involvement <ul style="list-style-type: none">•
Budget and resources alignment <ul style="list-style-type: none">• Indicate your school's Title I status: <input type="checkbox"/>School Wide Program (SWP) <input type="checkbox"/>Targeted Assistance Program(TAP) <input type="checkbox"/>Non-Title I• Select the fund source(s) that your school is using to support the instructional goal. _____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other If other is selected describe here:
Service and program coordination <ul style="list-style-type: none">•

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	StarFall, Reading Plus, Foundations, Guided Reading, Acuity	Small group instruction, one to one tutoring	50 minutes during extended day
Mathematics	Sumdog, Acuity	Small group instruction, one to one tutoring	50 minutes during extended day
Science	Strategy/skill groups	Small group instruction	During the school day
Social Studies	Strategy/skill groups	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Peer mediation and conflict resolution	1:1 sessions, group sessions	During the school day and on an as needed basis

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Recruitment strategies include attending job fairs, new teacher finder, NYCDOE excess list, CFN, Facebook. Assignments are based on licensing. Retention is based as per the UFT contract along with budget allocations.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP)

I. General Expectations

PS/IS 87 Q agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents including the following: supermarket blitz, gender night, ELL parent program, family math, family literacy, awards ceremonies, star student ceremonies, concerts, talent show, and plays.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS/IS 87Q will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA through the school's leadership team, executive board meetings, general PA meetings, and parent workshops.
2. PS/IS 87 Q will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: New curriculum workshops, open school week, monthly progress reports, parent/teacher conferences, and through the Parent Coordinator.
3. PS/IS 87Q will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as:
 - i. the State's academic content standards in social studies and science.
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as using technology through parent workshops.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools through school leadership meetings and PA meetings.
 - d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times.
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Caryn Michaeli, Principal. This policy was adopted by the PS/IS 87Q on 06/26/06 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 25, 2012.

SCHOOL-PARENT COMPACT

Part B: School-Parent Compact

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

PS/IS 87Q, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2012-2013.

Required School-Parent Compact Provisions

School Responsibilities

PS/IS 87Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences.
3. Provide parents with progress reports, goal letters, ARIS training.
4. Continue with open door policy for parent visitations and meetings.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading as long as data is provided by the state on a timely basis.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

PS/IS 87 QUEENS SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen	District 24	Borough Queens	School Number 087
School Name PS/IS 87Q			

B. Language Allocation Policy Team Composition [?](#)

Principal Caryn Michaeli	Assistant Principal Melissa Guarino
Coach Lucille Engel	Coach Lauren Fradella
ESL Teacher Stan Janusas	Guidance Counselor Fran Vella
Teacher/Subject Area Barbara Anderson -ELA	Parent Carlos Mercado
Teacher/Subject Area type here	Parent Coordinator Nick Dagnell
Related Service Provider Stan Janusas	Other Maria Russo, Clara Celentano
Network Leader Joanne Brucella	Other Myra Rivera, Lumineta Juapaj

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	587	Total Number of ELLs	49	ELLs as share of total student population (%)	8.35%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

When newly admitted students enter our school and begin the registration process, the parent or guardian is given an informal oral interview by the principal regarding the preferred language choice for their child. They are also given the Home Language Survey which requires the parent to answer several language choice questions regarding the major language for reading and writing, listening and speaking.

The LAP team members reflect the composition of the school community. The members are the Principal, Assistant Principal, Parent Coordinator, Guidance Counselor, para professionals(translators), classroom ELA teacher, parent and the ESL teacher. The principal conducts the informal oral interview for all newly enrolled students, the pupil personnel secretary gives the HLIS survey to the parent and help in interpreting the questions is given by the ESL teacher or translators available within the building. In our building we have three para professionals that are part of the LAP team. M. Rivera and C.Celentano speak Spanish. L. Juapaj speaks Albanian. The interpretation telephone service is utilized when an interpreter is unavailable in the building. Once it is established by the LAP team members that a child requires ELL services the LAB-R is administered to the newly arrived students within the first 10 days of school. If a LAP team member, usually the para professional translator determines that a newly admitted spanish speaking student requires the Spanish Lab then the LAB is administered by the ESL teacher in conjunction with the translator.

New identified ELL students use the following criteria before entering the ESL program at PS/IS 87:

- 1) The HLIS surveys are reviewed and informal interviews take place between the parent or guardian and the school personnel.
- 2) Students who are eligible for LAB-R are tested by the ESL teacher within the first 10 school days. Students scoring at or below the cut scores enter the ESL program and receive entitlement letters given by the ESL teacher.
- 3) A Parent meeting is conducted to educate parents in the Fall and enable them to fill out a program selection form. Translators are on hand to assist with the reading and description of available programs. We have another parent meeting in the Spring to speak with parents.
- 4) If the parent choice is ESL then the students are placed in the ESL program. If parent chooses TBE or Bilingual programs they are directed to another school in District 24 where a Bilingual or TBE class can more appropriately service their needs. The school does not have either one of the programs since we have very small numbers of ELLs speaking other languages.
- 5) After reviewing the program selections and parent surveys for the current school year, the trend that shows in our school is that the ELL parents prefer to keep their children in PS/IS 87, placing them in the ESL program. Based on parent letters for the current school year and the past four years reflect this trend.
- 6) Our school's program model of Free-standing ESL is aligned with our parental choice. In PS/IS 87, we have very small numbers of ELLs speaking other languages including: Polish, Spanish, Serbian, Albanian and Chinese. Therefore, we cannot open one uniform bilingual class on the grade and instead service our students according to the ESL program as per CR Part 154.

Parents of ELL students are informed of the TBE, Dual Language and Free Standing ESL program choices at the ELL orientation, parent conferences and during parent meetings. Currently only freestanding ESL is provided in our school. Parents who opt for TBE or

Dual Language services must transfer to schools who provide this this service. If TBE/or Dual Language is offered, parents are notified via email. Parent Coordinator collects parent emails including those of ELL students and creates a distribution list.

During the first ten days of the academic year, the one certified ESL teacher reviews the HLIS and the RLER for each of the new incoming kindergarten students, as well as any transfer students and new admits in any grade K through 8. The Assistant Principal runs the RLAB report on a weekly basis to see if there are any newly admitted students that require an interview/LAB. Also the Assistant Principal runs the RLAT report to determine NYSESLAT eligibility. The report is forwarded to the ESL teacher for his records. The Assistant Principal ensures that all four components are administered by the ESL teacher by utilizing a checklist. RLAT report is emailed to the Assistant Principal so it can be used for a checklist. All materials are locked in the Principal's office and are tracked through a check off sheet (RLAT). We do not have any ESL teachers without certification in the building. If the HLIS indicated LAB-R eligibility, then the student is administered an informal interview and if it is decided that the child's native language is most dominant then he/she is tested with the LAB-R English proficiency test. The Assistant Principal reviews the completed HILS to see whether the child is eligible for services and signs off on the HLIS. Parents are given video explanatory guides that explain NYC DOE procedures for parents of ELLs. They are then able to make an educated decision as to the language of instruction and program model for their child.

The parent letters and forms are sent home to the parents through the child's homework folder. Translated forms are given to ensure that each parent or guardian receives the information in their home language. The ESL teacher works with the classroom teachers to ensure that these letters and forms have been collected and returned to the school. Phone calls are made to those students homes to ensure that all forms are returned to school. The copies of the parent selection letters are placed in binders according to the student and housed in the Principal's Office. Continuation and Placement letters are distributed by the ESL teacher. Letters are brought back to the classroom teachers and then they forward them to the ESL teacher. All letters are then given to the Assistant Principal and placed in binders and housed in the Principal's office. Phone calls are made by te ESL teacher or Parent Coordenator to those students homes to ensure that all forms are returned to the school.

The ELL Breakdown for our Free Standing ESL Program is based on the number of students per grade in our push in/pull out program. We do not have ESL classes on each grade because parents tend to choose ESL not TBE/DL.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
--	--

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	4	10	5	5	8	5	2	10	0	0	0	0	49
Total	0	4	10	5	5	8	5	2	10	0	0	0	0	49

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	29
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	34	0	18	13	0	10	2	0	1	49
Total	34	0	18	13	0	10	2	0	1	49

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	2	7	3	4	7	5	1	8	0	0	0	0	37
Chinese	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	0	0	2	1	1	0	0	0	1	0	0	0	0	5
Albanian	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Other	1	0	0	1	0	0	0	1	1	0	0	0	0	4
TOTAL	1	3	10	5	5	8	5	2	10	0	0	0	0	49

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

In our Free-standing ESL program, ELLs are primarily served by the push-in model and some students participate in a pull-out model where they are grouped according to their level of proficiency not necessarily their grade level. In this respect, our students receive full ESL support along with their regular class and in that framework. Collaborative planning between the classroom teacher and the ESL teacher is built into their programs so that the ESL teacher is supporting the curriculum with incorporating the ESL standards/strategies. This ensures that the ELL students fully participate in all aspects of the PS/IS 87 programs. During the 37 ½ minutes, all ELLs participate in the school-wide academic enrichment and tutoring. The schedule is created to reflect the CR Part 154 mandated number of units for each level of ELL proficiency. Beginners and Intermediate ELL students receive 360 minutes a week of ESL and Advanced ELL students receive 180 minutes a week of ESL.

A. Programming and Scheduling Information

In order to annually evaluate ELLs in the classrooms they are administered running records every other month. Their reading levels are then shared with the ESL teacher. Skills lessons are provided on a daily basis in the classroom and the ELL students are afforded the same opportunities to participate in skills lessons and small group strategy lessons as well as guided reading lessons. We currently do not have a TBE/DL program in our school. In the ESL program the teacher uses the genre studies, reading skills and the school pacing calendar as well as grammar books G.U.M. and Word Wisdom for vocabulary building, Harcourt math grades K- 5, McDougal Littell grade 6-8. The ESL teacher has daily correspondence with the classroom teachers regarding any struggles the student is having. Teachers review student performance data on a regular basis and design units of study to meet the diverse needs of students while targeting grade-level/course standards. When a new ELL student arrives in our school and does not speak English we utilize the translators we have in the building. If needed, we test the student in his/her native language until he/she acquires enough of the English language to be tested in.

In our ESL program model, native language support is present but only in the very early stages of the student's career. Typically, a kindergarten Polish speaking student might orally translate nouns and commands to himself from the English just until comprehension and scaffolding vocabulary can replace this. In grades K-2 the ELL teacher is using rhymes, chanting and choral readings to help support language. Older age students are encouraged to use bilingual glossaries in their classrooms as well as when preparing for the state exams. Content area instruction is based on the Social Studies State Standards and the CLS . The skills are embedded into the curriculum to support the ELA standards. In content area instruction, teachers try to include references from the students' home country, customs, geography, politics etc. in order to tap into prior knowledge. The Middle School ELL, General Education and Special Education students are afforded the opportunity of taking Spanish as a language elective one period a day four times a week. All the required services support and resources correspond to the ELL's ages and grade levels. ELL students receive speech, OT, PT, special education services and guidance accordance to their IEPs.

We currently have no SIFE students in our program. In order to meet their needs, ESL instruction will revolve around leveled reading with language and grammar slightly above the student's reading level. Content area materials are used to aide in comprehension while teaching academically appropriate content. Skills and strategies are imbedded in each lesson so that ELL students do not miss these important learning components. SIFE students receive extended instructional time, which would be offered through after-school classes or tutoring, Saturday programs, and/or summer programs.

Newcomers in the school for less than three years are paired with advanced students in the class and group work. Dialogues and role play are implemented to build conversation and listening/speaking skills. These students remain in their classroom for the state mandated hours of ESL instruction. Audio materials as well as picture dictionaries help to bridge the language gap and speed up comprehension. In order to assist newly enrolled ELL students before the beginning of the school year the ELLs are recommended for summer school sites to offer assistance in the acquiring the English language. NCLB students as well as other ELL students are immersed in the Reading Plus computer program which assists with tracking as well as comprehension skills. Content area materials are used to aide in comprehension while teaching academically appropriate content.

ELLs that are in our ESL program for 4 to 6 years, follow the transition from intermediate to advanced proficiency. Their services are lessened to 4 times a week and they remain in their class while an ESL teacher pushes in to their class. Scaffolds employed at this level include: genre texts with simplified English, charts and pictures with vocabulary words clearly defined and used in their correct contexts. Grammar and writing materials are supplemented and Bilingual dictionaries utilized both in the classrooms as well as during ESL class. This ensures that there is continuity across the classes.

Long term ELLs receive reading and comprehension skills to raise their reading and writing abilities. The focus is on improving grammar, spelling, syntax and reading comprehension. (Skimming, scanning topic sentences, reading for meaning, critiquing act...)

Special needs ELLs receive ESL services in small group or CTT class. Their IEP's are closely reviewed to allow for accurate target instruction and planning that revolves around the students learning disability or particular area of difficulty. Visual aids and audio language tapes are employed as needed to aide in teaching the curriculum. Students, who reach NYSESLAT proficiency, continue to receive support from the ESL teacher as well as AIS support.

A majority of our ELL students are special education students which have been in the ESL program for many years and eventually become

A. Programming and Scheduling Information

X-Coded because it is not a language problem but a learning problem instead. Those students who test out of ESL are then afforded the opportunity of receiving supports for an additional two years in testing modifications as well as the classroom teachers working with former ELLs in small group guided reading lessons, strategy lessons and skills lessons.

Courses Taught in Languages Other than English i

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

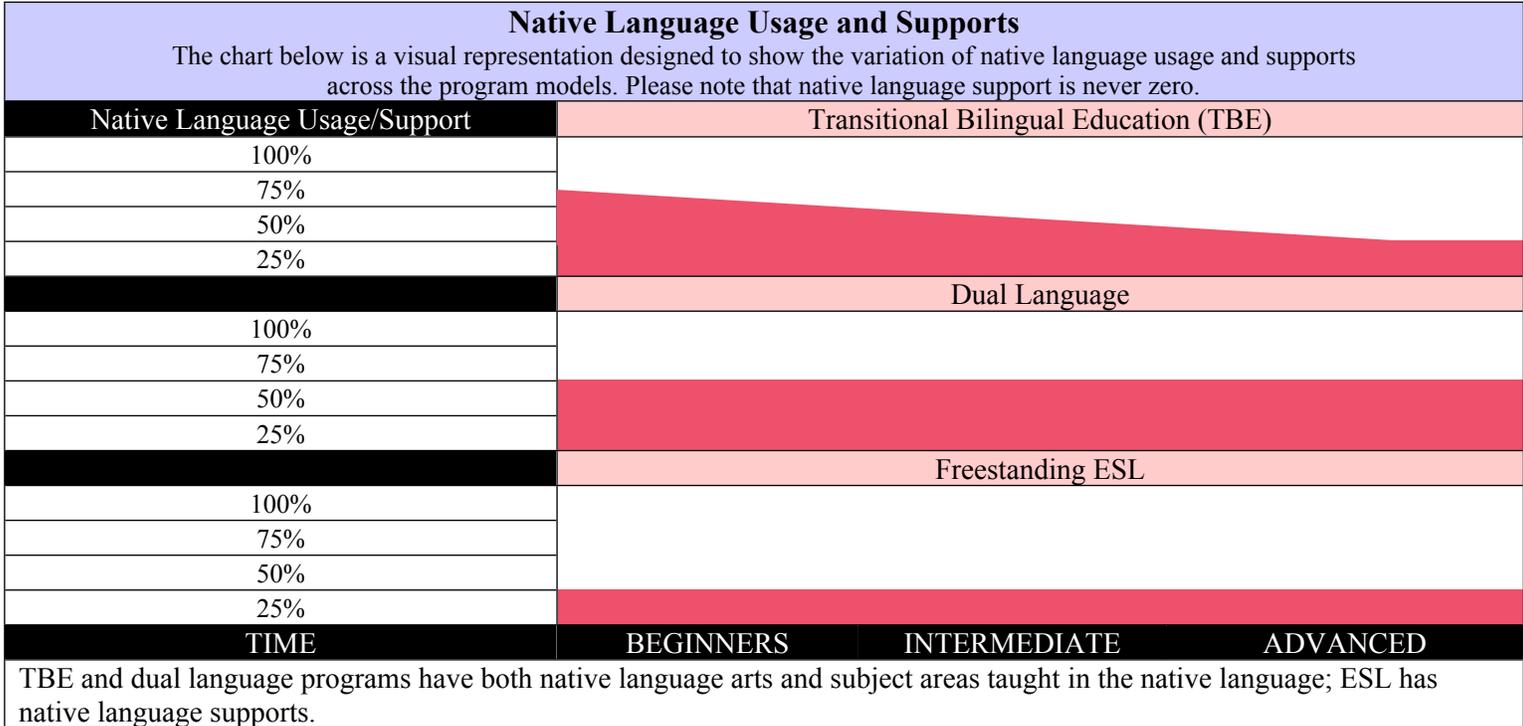
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Our school offers its ELL population a variety of targeted interventions. During ELA instruction, these students receive small group instruction focusing on the skill at hand. Guided reading groups meet throughout the ELA block to ensure that each student is moving upwards in both level and comprehension. In the content area instruction, teachers conduct small group strategy lessons with these ELLs to ascertain their comprehension and ability to carry out prescribed tasks. The leveled classroom library incorporates student books in their native language to help support their learning. Targeted interventions for Math, Science and Social Studies is incorporated through our computer programs: Study Island where teacher can create specific lessons according to what supports the student requires. Also Compass Learning computer program encompasses Math, Science and Social Studies tasks.

Proficient ELL students at PS/IS 87 are continually provided with the full range of ELL modifications during all tests. This mandate is applied to the ELLs for a full two years after they have exited the ESL program. Former ELLs are pulled into the classroom-small group instruction in order to give them the extra support during this transition period.

An improvement that will be considered for the upcoming year will be the alignment of the Common Core State Standards in Language Development and Speaking and Listening in the ESL program by incorporating public speaking and dramatic plays.

The ESL Academic Afterschool program has been cut from 4 days to 2 days and only one ESL teacher due to budgetary constraints. The program is available to all students in grades 1-8 who are currently participating in the ESL program. Parent letters are sent home to inform the parents of the ESL program and the days in which the program will run. The participation rate is based on the amount of letters returned to school. The program focuses on English Language Arts incorporating the ESL strategies. Teachers conduct strategy lessons to build comprehension. The teacher emphasizes vocabulary, reading fluency and writing skills through choral reading, rhymes, shared reading and chants in all grades. Poems and songs are incorporated into the program. Guided Reading is utilized to achieve fluency throughout the grade levels. One licensed ESL teacher provides instruction for the Title III Program. The program runs Tuesday and Wednesday. There are two groups which are based on abilities according to the NYSESLAT data. The ESL teacher provides instruction on Tuesday to the Beginners and Low Intermediate students. The same ESL teacher provides instruction on Wednesday to the High Intermediate and Advanced students. The hours are 3:15pm – 4:30pm.

The program was posted in order to obtain one highly qualified ESL teacher to teach the afterschool program. The program is 3 hours a week and runs for 20 weeks.

Our school offers an AIS program and an enrichment program as part of the 37 1/2 minutes on Tuesday and Thursday. If an ELL student scored a Level 2 or below in either ELA or Math they fully participate in the AIS program where there are no more than ten students in the class and receive skills and strategies to assist in lifting their level of learning whether it is math or ELA. Within the the ELA portion content areas such as Science and Social Studies non fictional texts are used. If an ELL student scored higher than a level 2 on either ELA or Math test then they fully participate in our enrichment program where they are able to choose from a menu of activities to participate in.

Our school has incorporated many technology based intervention programs. Our ELLs fully participate in such computer programs as: Study Island, Reading Plus, and Star Fall. The fourth grade ELL, General Education and Special Education students are utilizing Time To Know computer program and the fifth grade is utilizing Compass Learning computer program. Compass Learning and Time To Know both have a math component with a range of levels so that ELLs can work on their levels. These intervention programs offer a range of levels for our ELL students. The advanced learner is able to work on a higher level of text and the lower level learner can work at their own pace. On Study Island intervention programs students can work on a particular skill that they are having difficulty with in class as well moving on to new mathematical topics. Our students have active passwords for these programs and they are expected to log on and complete activities in content areas that will help bring each of them to a higher level of understanding and ability. Parents are given their child's passwords for all the intervention programs so that they can log onto these programs at home and work with their child. Some of the materials that are used within the content areas is the classroom leveled library in which trade books are used to support the social studies and science curriculum, G.U.M. grammar books, Word Wisdom books which help to build vocabulary

We do not have a TBE/DL program in our school. In our ESL program native language supports are given through the use of native language books in the classroom. When possible the use of a translator will be used within the class to help the student understand what is expected of him/her.

When the school is aware of newly enrolled ELL students before the beginning of the school year they are encouraged to come into school with their parents to meet the Principal, Guidance Counselor and Assitant Principals. They are aslo afforded the opportunity to tour the school.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

We currently do not have a Dual Language Program.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The ESL teacher in PS/IS 87 attend several different types of professional development seminars. They are invited to participate in the ESL workshops run by District 24, ISC BESIS meetings and internal DOE workshops run by The Office of English Language Learners.

Our school runs in house professional development by the CFN and training sessions for new teachers of ELLs in the classroom. New teachers receive the instruction and support they need to better provide their ELL students with the skills they need to thrive in the classroom. Our professional development days are used to provide these teachers with the mandated hours (7.5 hours) they require for ESL training. The sign in agenda/attendance sheet is maintained to show the meeting of the requirement. Our staff continues to collaborate with the ESL teacher regarding the specialized instruction that will support our ELLs in their learning as they progress from the elementary to middle school years. Assistant Principals, Common Branch teachers, Paraprofessionals, Special Education teachers, Guidance Counselors, OT, PT, Speech Therapists, School Secretaries, and Parent Coordinators participate in professional development.

Assistant Principals, Common Branch teachers, Middle School teachers, Paraprofessionals, Special Education teachers, Guidance Counselors, OT, PT, and Speech Therapists, participate in common planning time on a weekly basis which encompasses the all the academic curriculum for all students including general education, special education and ELLs. All staff members receive professional development on the new CLS in all academic areas.

The Guidance Counselor participates in CAPP- Anti bullying activities with ELLs as well as general education students including diversity training using a sheet of paper students close their eyes and fold the paper in half and then in half again rip one corner then turn paper over and rip another corner- students open their eyes and see the different results using the same directions. Guidance Counselor also assists the ELLs with their high school applications to prepare them for secondary schools.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

We have in place programs, activities and procedures for parent involvement including gender initiatives nights, family math night, family arts night, talent shows, school trips, concerts, and awards programs which include all parents as well as the ELL parents.

We provide full opportunities for the participation of parents with limited English proficiency and parents of migratory children inclusive of providing information and report in an understandable and uniform format including alternative languages (translated) in a language the parents understand.

Workshops are offered to all parents during the year including parents of ELL students. Many of these workshops are in partnership with other agencies and CBO's i.e., NYC Police and Fire Department, NY Mets, NY Islanders, Museum of Natural History, Queens Public Library and the Middle Village Adult Center.

All of our workshops are offered and planned based on parent needs through parent surveys. Workshops promote their full partnership in their child's education, decision making and advisory committees to assist in the education of their children.

At least twice a year, mandated ELL meetings are held which introduce parents to the ELL programs, the school's goals and objectives, state standards, assessments (LAB-R and NYSESLAT), the core curriculum and essential ESL strategies. The ELL coordinator facilitates these meetings for newly enrolled ELL students and their parents. Data and documents are provided to the parents in a variety of language translations. The introductory video and DVD are also shown in the languages needed by our parent body.

Parents needs are evaluated through face to face parent meetings, inquiries to parents via our distribution network which is emails and parent mailings. Specific forms include DOE annual survey, school surveys, PA meetings, parent questionnaires all of which are distributed thru the Parent Coordinator. All documents that are sent home are translated into the parents home language. Translation services are sent up by the Parent Coordinator required.

Parents are also invited to register for Math and Reading technology workshops to monitor their children's online progress through ARIS.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	3	1	0	2	4	2	0	2	0	0	0	0	14
Intermediate(I)	0	1	2	3	2	2	2	0	3	0	0	0	0	15
Advanced (A)	0	0	7	2	1	2	1	2	5	0	0	0	0	20
Total	0	4	10	5	5	8	5	2	10	0	0	0	0	49

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	0	0	0	0	0	0	0	0	0	0	0
	I	0	2	0	1	1	1	2	0	2	0	0	0	0
	A	0	0	9	2	4	5	2	2	3	0	0	0	0
	P	0	1	1	2	0	2	1	0	5	0	0	0	0
READING/ WRITING	B	0	3	1	0	2	4	2	0	2	0	0	0	0
	I	0	1	2	3	2	2	2	0	3	0	0	0	0
	A	0	0	4	2	1	2	1	2	3	0	0	0	0
	P	0	0	3	0	0	0	0	0	2	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	2	0	1	0	3
5	4	2	1	0	7
6	3	2	0	0	5
7	0	2	0	0	2
8	3	6	1	0	10
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1						1
4	1	0	1	0	2	0	0	0	4
5	3	1	2	0	2	0	0	0	8
6	1	1	3	0	0	0	0	0	5
7	0	0	1	0	1	0	0	0	2
8	3	0	5	0	1	1	0	0	10
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	3	0	4	0	0	0	8
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

We currently use the ECLAS II to assess our K- 3 students. Our 1st grade – 3rd grade students are assessed in fall to ascertain their reading/ writing levels. Once the data has been collected by the classroom teacher then can create an instructional plan to meet their reading levels as well as their writing levels. Reading centers are implemented in the classroom and small group instruction is used based on their needs. Kindergarten students are assessed in the winter to ascertain their reading and writing levels. Reading centers and small group instruction is used to continually meet their needs and are revised as needed. Most of the students in grade 1 – grade 3 have mastered the fall assessment level according to their grade level. The classroom teachers collect this data and then during their common lanning on Wednesday afternoons meet with the ESL teacher and share this information with him so that he can meet the needs of the students across the four NYSESLAT modalities. Any math data that the classroom teachers collect is also shered with the ESL teacher.

An analysis of student results and patterns across proficiencies and grades is done by the Principal and Assistant Principals. The results of the analysis demonstrates that our ELL students fall predominantly in the Level 1 – Level 2 range as indicated on the 2011 NYS ELA. ELL students performance on the ELA in grade 4 are predominantly at level 1, in grade 5 they are predominantly at level 1, grade 6 they are performing at level 1, grade 7 they are performing at level 2 and in grade 8 they are performing at level 2. The analysis of this information demonstrates that the students in grades 7-8 are performing at a slightly higher level which could be due to the exposure of skills and strategies, vocabulary and public speaking they have been working on throughout their schooling. An analysis of student results and patterns across proficiencies and grades demonstrate that our ELL students fall predominantly in the Level 2 -Level 3 range on the 2011 NYS Math Exam. The ELL students in our building are working slightly below our general education students in ELA and Math. According to the data our ELL students are either below or approaching the standards in ELA. According to the data our ELL students are approaching or meeting the standards in Math. The ELL students receive testing modifications and 2yr former ELLs receive testing modifications which assist them in taking the exam. Students are able to slow their reading down and focus on the questions since they have the time in which to do so.

The Data patterns and ELL Periodic Assessments including the Lab-R and NYSESLAT exams reflect the following trends among ELLs in our building:

Patterns show that our school’s highest level of beginners are concentrated among our Grade 1 and Grade 5 students, and newly enrolled students from other countries outside the U.S.

NYSESLAT proficiency breakdowns by modality indicate that intermediate and advanced leveled ELLs achieve higher proficiency in their Listening and Speaking modalities as compared to their levels in Reading and Writing. This data directly influences the instruction and

small group strategies for these ELLs. Weekly reading skills focus on topics these students will receive during small targeted group instruction. Based on the Periodic Assessments students work on a specific skill that they are deficient in as well as small group instruction on specific writing skills such as grammar and organization.

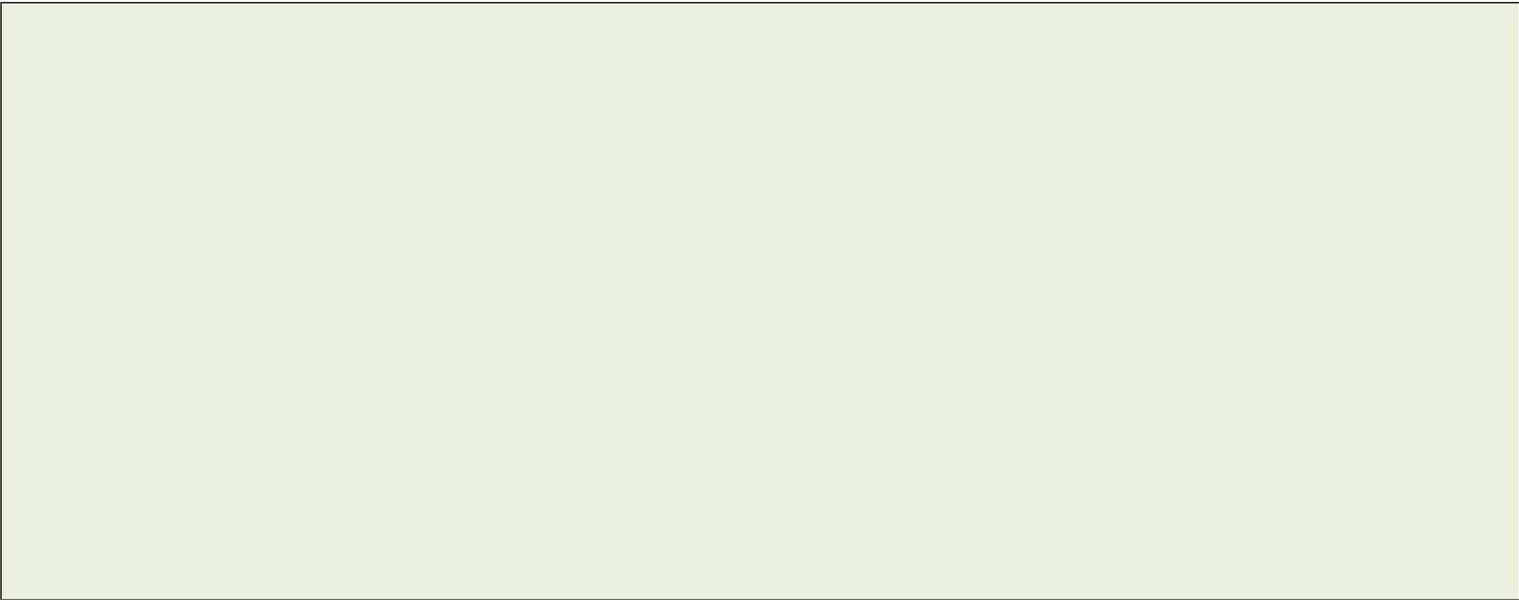
We currently do not have a Dual Language Program in our building.

The school administration evaluates the success of our ELL program by the results of the NYSESLAT by taking into consideration how many students have tested out of the program as well those who have moved into the advanced and proficient range. Administration also looks at the progress the child is making in class by looking at their ELA/Math portfolios on a monthly basis and take notice of their progress and what skills that still need to be mastered. Classroom teachers receive the results of the student's NYSESLAT scores so that they can support the students in the classroom with the modalities.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here



Part VI: LAP Assurances

School Name:			
PS/IS 87Q		School DBN: 24Q087	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Caryn Michaeli	Principal		10/26/11
Melissa Guarino	Assistant Principal		10/26/11
Nick Dagnell	Parent Coordinator		10/26/11
STan Janusas	ESL Teacher		10/26/11
Carlos Mercado	Parent		10/26/11
Barbara Anderson	Teacher/Subject Area		10/26/11
	Teacher/Subject Area		10/26/11
Lucille Engel	Coach		10/26/11
Lauren Fradella	Coach		10/26/11
Fran Vella	Guidance Counselor		10/26/11
Joanne Brucella	Network Leader		10/26/11

School Name:

PS/IS 87Q

School DBN: 24Q087

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Russo	Other <u>school secretary</u>		10/26/11
Myra Rivera	Other <u>paraprofessional</u>		10/26/11
Lumineta Juapaj	Other <u>paraprofessional</u>		10/26/11
Clara Celentano	Other <u>paraprofessional</u>		10/26/11

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q087**

School Name: **PS/IS 87Q**

Cluster: **2**

Network: **210**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The parents requiring language assistance is determined within the required 30 day period from the date of enrollment. The ATS system is coded accordingly to reflect language assistance as well as the student emergency blue card. In addition, periodic surveys are conducted to determine if parents prefer notices in their native languages. Parents of ELL students are provided with notifications in both English and their native language. Oral interpretations are provided through school staff, parent volunteers and the translation unit. These translation services are arranged and provided through the Parent Coordinator.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Findings are reported to our school Leadership Team, as well as our Title 1 Committee and our School Based Support Team. In addition, this information is disseminated by constituent members and also conveyed to our faculty and parents at Parent Association meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translation services are provided through our Parent Coordinator by in-house staff, parent volunteers and the Translation & Interpretation Unit for the D.O.E. Languages at our school include Spanish, Polish, Chinese and Albanian. Notices are sent with translated attachments via our parent email distribution list and backpacked with students to communicate effectively.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation services are also provided through our Parent Coordinator by in-house staff, parent volunteers, and the Translation & Interpretation Unit of the D.O.E. Languages at our school include Spanish, Polish, Chinese and Albanian.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parents are provided the Bill of Parent's Rights and Responsibilities in their preferred language to include their rights for Translation & Interpretation Services. Notices are conspicuously posted at our main entrance in covered languages stating the availability of translations and interpretation services. In addition, the D.O.E. website is provided to all parents whose preferred language is other than English on how to access information in their language and how to access the Translation & Interpretation Unit of the D.O.E.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS/IS 87Q	DBN: 24Q087
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 36
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The school presently has an enrollment of 36 ELLs out of a total population of 609 students in the building. 77% of our ELLs are Spanish speaking, 8% are Polish, 6% are Chinese, 3% are Albanian and 6% are composed of lower incidence languages. PS/IS 87Q recognizes the needs of its English Language Learners. We have a Language Acquisition Policy and a supportive staff who are dedicated to delivery and instruction with academic rigor. The curriculum utilized in ELL classes is aligned with the NYS standards in ESL. All ELLs are serviced by licensed teachers. We service our students through a push-in and pull-out combination model. As per CR-Part 154, all students are receiving the minimum number of minutes of ESL weekly instruction.

The ESL Academic Afterschool program has been cut from 4 days to 2 days and only one ESL teacher due to budgetary constraints. The program is available to all students in grades 1-8 who are currently participating in the ESL program. Parent letters are sent home to inform the parents of the ESL program and the days in which the program will run. The participation rate is based on the amount of letters returned to school. The program focuses on English Language Arts incorporating the ESL strategies. Teachers conduct strategy lessons to build comprehension. The teacher emphasizes vocabulary, reading fluency and writing skills through choral reading, rhymes, shared reading and chants in all grades. Poems and songs are incorporated into the program. Guided Reading is utilized to achieve fluency throughout the grade levels.

One licensed ESL teacher and a General Education teacher provide instruction for the Title III Program. The General Education teacher provides support to the ELL students along with the ESL teacher. The program runs Tuesday and Thursday. There are two groups: Grades 1 – 4 meet on Tuesday and Grades 5 – 8 meet on Thursday. Within the class the students are broken up into small groups based on their NYSESLAT scores according to their abilities. The teacher works on preparing the students for the NYSESLAT as well as small group strategy lessons implementing the ESL strategies. The hours are 3:15pm – 4:45pm. The program was posted in order to obtain one highly qualified ESL teacher and one highly qualified General Education teacher to teach the afterschool program. The program is 3 hours a week and runs for 24 weeks.

The following supplies will be purchased with Title III funds to enhance the After School Program:

- Books on tape
- Book bins
- Leveled Books

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Our school runs in house professional development by the CFN and training sessions for new teachers of ELLs in the classroom. New teachers receive the instruction and support they need to better provide their ELL students with the skills they need to thrive in the classroom. Our professional development days are used to provide these teachers with the mandated hours (7.5 hours) they require for ESL training. Our staff continues to collaborate with the ESL teacher regarding the specialized instruction that will support our ELLs in their learning as they progress from the elementary to middle school years. Assistant Principals, Common Branch teachers, Paraprofessionals, Special Education teachers, Guidance Counselors, OT, PT, and Speech Therapists participate in common planning time and professional development which is delivered by the coaches, lead teachers and mentors every Wednesday from 2:20pm - 3:10pm. This encompasses all the academic curriculum for all students including general education, special education and ELLs.

The ESL teacher in PS/IS 87 attends several different types of professional development seminars. He is invited to participate in the ESL workshops run by the CFN 210 as per the Professional Development Calendar, District 24 ISC BESIS meetings and internal DOE workshops run by the Office of English Language Learners as per their email offerings.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: We have in place programs, activities and procedures for parent involvement including gender initiatives nights, family math night, family arts night, talent shows, school trips,concerts, and awards programs which include all parents as well as the ELL parents.

We provide full opportunities for the participation of parents with limited English proficiency and parents of migratory children inclusive of providing information and report in an understandable and uniform format including alternative languages (translated) in a language the parents understand. Workshops are offered to all parents during the year including parents of ELL students. Many of these workshops are in partnership with other agencies and CBO's i.e., NYC Police and Fire Department,NY Mets, Costco, Museum of Natural History, Queens Public Library and the Middle Village Adult Center.

All of our workshops are offered and planned based on parent needs through parent surveys. Workshops promote their full partnership in their child's education, decision making and advisory committees to assist in the education of their children.

Part D: Parental Engagement Activities

At least twice a year, mandated ELL meetings are held which introduce parents to the ELL programs, the school's goals and objectives, state standards, assessments (LAB-R and NYSESLAT), the core curriculum and essential ESL strategies. The ELL Coordinator/Parent Coordinator facilitates these meetings for newly enrolled ELL students and their parents. Data and documents are provided to the parents in a variety of language translations. The introductory video and DVD are also shown in the languages needed by our parent body. The ELL Orientation was held on October 11, 2012 and will be held again in the Spring if it is needed.

Parents needs are evaluated through face to face parent meetings, inquiries to parents via our distribution network which is emails and parent mailings. Specific forms include DOE annual survey, school surveys, PA meetings, parent questionnaires all of which are distributed thru the Parent Coordinator. All documents that are sent home are translated into the parents home language. Translation services are set up by the Parent Coordinator as required. On January 16, 2013 the Parent Coordinator will have a parent meeting to review the ELL program that we offer as well as the assessments (NYSESLAT) that is administered in the Spring.

Parents are also invited to register for Math and Reading technology workshops to monitor their children's online progress through ARIS which will be held on February 13, 2013. The Gender Initiative Night will be held on April 10, 2013. A Math Workshop will be held on March 6, 2013 with the Parent Coordinator and the Math Coach in which they will explain the new Math Test requirements for ELLs, General Education and Special Education students. On April 10, 2013 there will be a Special Education meeting with the IEP teacher and Parent Coordinator.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$7227.36 will be used for direct instruction.	After School Title III Program 2 teachers x 3 hrs x 24 wks x \$50.19 = \$7227.36
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, 	\$3972.64	Books on tape Book bins

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		Leveled Books
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11200.00	